

June 1995

English 30

Part A: Written Response

Grade 12 Diploma Examination

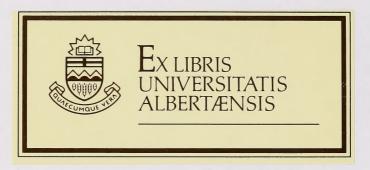


CURR HIST

LB

1995:June





Copyright 1995, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2. All rights reserved. Additional copies may be purchased from the Learning Resources Distributing Centre.

Special permission is granted to **Alberta educators only** to reproduce, for educational purposes and on a non-profit basis, parts of this examination that do **not** contain excerpted material **only after the administration of this examination**.

Excerpted material in this examination **shall not** be reproduced without the written permission of the original publisher (see credits page, where applicable).

June 1995 **English 30** Part A: Written Response Grade 12 Diploma Examination

Description

Part A: Written Response contributes 50% of the total English 30 Diploma Examination mark and consists of **two** assignments:

• Minor Assignment: Reader's Response to Literature

Suggested time approximately 1/2 hour

Value 30% of the Part A mark

... Page 2

• Major Assignment: Literature Composition

Suggested time approximately 1 1/2 to 2 hours

Value 70% of the Part A mark

. Page 10

Time: 2 1/2 hours. You may take an additional 1/2 hour to complete the examination.

Instructions

- Read the **whole** examination before you begin to write.
- Follow instructions carefully.
- Complete both assignments.
- Space is provided in this booklet for planning and drafting and for your revised work. Please write your revised work in blue or black ink.
- You may use a non-electronic English language dictionary and a thesaurus, but you may not use any other reference materials.
- Budget your time carefully; the suggested time for each part is a guideline for you.
- Do not write your name anywhere in this booklet.

Instructions

- 1. Read the poem "I Hear an Army Charging Upon the Land" carefully and thoughtfully before you start the writing assignments.
- 2. Read **both** the Minor and Major assignments before you start writing.

I HEAR AN ARMY CHARGING UPON THE LAND

I hear an army charging upon the land And the thunder of horses plunging, foam about their knees.

Arrogant, in black armour, behind them stand, Disdaining the reins, with fluttering whips, the charioteers.

They cry unto the night their battlename:
I moan in sleep when I hear afar their whirling laughter.

They cleave the gloom of dreams, a blinding flame, Clanging, clanging upon the heart as upon an anvil.

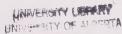
They come shaking in triumph their long green hair:

They come out of the sea and run shouting by the shore.

My heart, have you no wisdom thus to despair?

My love, my love, my love, why have you left me alone?

James Joyce



MINOR ASSIGNMENT: Reader's Response to Literature (Suggested time: approximately 1/2 hour)

James Joyce's poem "I Hear an Army Charging Upon the Land" suggests the speaker's response to the threat of forces that are beyond his/her control.

What does the poem "I Hear an Army Charging Upon the Land" convey to you about the nature or effect of threatening forces? Support your idea(s) and/or impression(s) with reference to specific detail from the poem.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 4, 6, and 8.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 6 and 8.

REVISED WORK				
				2
				-
				_

There is additional space for Revised Work on pages 7 and 9.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 8.

REVISED WORK		
		·
		*
		<u>0</u>
		F
	-	
	7	
)	
		1)) '

There is additional space for Revised Work on page 9.

REVISED WORK

MAJOR ASSIGNMENT: Literature Composition (Suggested time: approximately 1 1/2 to 2 hours)

Much literature reflects the struggle of the individual to cope with or overcome threatening forces.

Write an essay based on literature that you have studied in which the author examines the individual's response to threatening forces. What idea(s) does the author develop regarding the individual in the face of threatening forces? Support and develop your controlling idea by providing specific reference to detail from the literature you choose to discuss.

Guidelines for Writing

- Choose your selection from relevant short stories, novels, plays, poems, other literature, or films that you have studied in your high school English classes. You must discuss literature other than the poem provided in this examination booklet.
- Focus your essay on your controlling idea regarding the individual in the face of threatening forces. Markers will be looking for evidence that you are responding to the requirements of the assignment as you develop and support your controlling idea.
- Organize your composition so that your ideas are clearly and coherently developed.

INITIAL PLANNING

Space is provided here for your initial planning. No marks are awarded for work done on this page.

Author and title of literature that you have chosen	
Your controlling idea or thesis statement	

There is additional space for Planning and Drafting on even-numbered pages.

RE	VISED WORK

There is additional space for Revised Work on odd-numbered pages.

REVISED WORK

REVISED WORK	
	_
<u> </u>	
	-
	_
	_
	-
	ĺ

REVISED WORK

REVISED WORK

REVISED WORK

REVISED WORK

REVIS	SED WORK

REVISED WORK	

REVISED WORK
The state of the s

Credits

"Chamber Music XXXVI, 'I Hear an Army Charging Upon the Land'" from *Collected Poems* by James Joyce. Copyright 1918 by B.W. Heubsch, Inc., 1927, 1936 by James Joyce, 1946 by Nora Joyce. Used by permission of Viking Penguin, a division of Penguin Books USA Inc.

Do Not Write
On This Page

Name

English 30: Part A

June 1995

Apply Label With Student's Name

English 30: Part A

D		(Lostal Code)	
Y		(Post:	
	Date of Birth:	(Village/Town/City)	Signature:
(Legal First Name)		(Apt./Street/Ave./P.O. Box)	
(Last Name)	Name:	Permanent Mailing Address:	School Code: School:

For Department Use Only

M2

M3

No Name

Apply Label Without Student's Name